

**Mental Health Services Act  
Workforce Education and Training**

**Human Services Academies in High Schools, Regional Occupational  
Programs, Adult Education  
Special Topic Workgroup**

**June 29, 2006**

**1. Present.**

- a. Barbara Brown, National Association of Social Workers
- b. Nancy Compton, Skills and Business Education Center, Sacramento
- c. Walter Grubbs, Families First
- d. Andrea Hillerman, consumer advocate liaison, Sacramento
- e. Brian Keefer, California Mental Health Planning Council (CMHPC)
- f. Robert Klar, Telecare Corporation
- g. Eleanor Levine, California State University East Bay, Psychology Department
- h. Gustavo Loera, Mental Health Association Los Angeles (MHA LA)
- i. Cheryl Maxson, parent and consumer representative, Modoc
- j. Erik Rice, Life Academy and Bioscience, Oakland Unified School District
- k. Shelley Spear, United Advocates for Children (UACC)
- l. Susan Taylor, California State University Sacramento, Social Work Program
- m. Stephanie Thall, Marriage and Family Therapist, Kernville
- n. Lynn Thull, Clinical Psychologist Consultant , Sacramento
- o. Toni Tullys, Greater Bay Area Mental Health Regional Workforce Collaborative
- p. Inna Tysoe, Department of Mental Health (DMH)
- q. Dianne Wadsworth-Woolley, Mediation and Advocacy Project
- r. Dave Weikel, Mental health Association Central Valley, Fresno

**Facilitator:** Warren Hayes, Department of Mental Health

**2. Power Point Presentation. (See Attached)**

- a. The group reviewed a power point presentation that outlined the reason for the workgroup topic, the MHSA Workforce Education and Training context for this topic, operating principles for developing recommendations and options, the process for review and consideration of workgroup products, and short- versus long-term considerations. The California Mental Health Planning Council's recommendations, as well as a broad summary of stakeholder input to date were outlined.
- b. The group endorsed the California Mental Health Planning Council's recommendations to use MHSA funding to expand mental health career pathways by enabling county mental health programs and contract agencies to

apply for funding to create human service academy programs and/or partner with existing human/health service academy programs to provide a mental health track. The group preferred a more broad title of this workgroup to be that of “Mental Health Career Pathway Programs”. This could include the settings of high schools, regional occupational programs and adult education, but also could partner with other entities or be a stand alone program.

c. Mental Health Career Pathway Programs are educational and training programs of limited duration that are designed to attract new individuals to consider a career in public mental health. They should be an exposure to public mental health careers and the Act’s vision of wellness, recovery and resilience, consumer and family member driven services, cultural competence, community collaboration, and integrated service experiences. They may focus on outreach and recruitment to underserved and unserved populations, and/or on youth and developing leadership skills, and may include internships or work experiences.

### **3. Parameters of Mental Health Career Pathways Programs.**

The group outlined a set of parameters by which mental health career pathways programs should be formed:

- These programs need a long-term stable funding source that should include a combination of state, regional and local buy-in.
- Partnership and integration with existing academic programs is preferred, as high schools, regional occupational programs and adult schools have existing career academic pathway standards, such as qualities, characteristics and traits of human services workers already established, and have the expertise and infrastructure to create a mental health career track.
- Programs must have marketing and outreach strategies built into their program.
- Targeted populations, such as transition-age youth and their families, need to be actively involved in the planning, construction and evaluation of these programs
- Programs must possess a link, or “pipeline” to post-secondary educational programs in order to be a true career pathway.
- The program planning needs to articulate a clear, realistic set of outcomes to which the program can be evaluated; such as impact on increasing service penetration to targeted populations, increased rate of students staying in school and matriculating in post-secondary education, individuals actually going to work in public mental health, and impacting the diversity of the public mental health workforce. This would require the program to have a methodology to follow students over time and well after they complete the program.
- Programs must have standards for completion, with identified concrete next steps identified for participants.

- Programs should leverage existing funding mechanisms, such as the Career and Technical Education Pathways Initiative administered by the California Department of Education.
- Desirable features might include internships or work experiences in public mental health settings, leadership camps during the summer months, stipends for program completion, assistance with expenses associated with participation, and ability for professional staff to participate as students and obtain continuing education units (CEUs) to satisfy licensing continuing education requirements.
- All programs should also build in a means to capture lessons learned and best practices to assist future replication of potential future programs. .

#### **4. Next Steps.**

The group endorsed these next steps:

- a. Staff from MHA LA will provide input to DMH staff and assist in developing a draft scope of work and approximate budget amount needed for a county or contract agency to undertake the planning process for developing a Mental Health Career Pathways Program. These programs take considerable time to plan, due to the required community assessment of need, stakeholder participation, collaboration with existing education and training entities, and multiple resource strategies. The intent is then to publish a Request for Quotation (RFQ) that agencies can submit proposals for funding. Regional Partnerships can be the forum to endorse and sponsor those proposals that fit their regional needs.
- b. The group will meet again on Thursday, August 31 at the California Endowment to review the draft RFQ. They will also develop standards for programs to receive ongoing funding who are already functioning as Mental Health Career Pathways Programs, and wish to be identified as an early implementer, or replication model. Finally, the group will discuss strategies for assessing California's capacity of current secondary educational programs to partner with public mental health as part of the MHSA Education and Training comprehensive needs assessment. DMH's Needs Assessment consultant, Allen, Shea and Associates will be invited, along with West Ed Consultants, who are focused experts in secondary education.